

# MURRAY-LASAINE ELEMENTARY

691 Riverland Drive  
Charleston, South Carolina 29412

**GRADES** PK-5 Elementary School

**ENROLLMENT** 254 Students

**PRINCIPAL** Blondell E. Kidd 843-762-2765

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	63	20	2

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

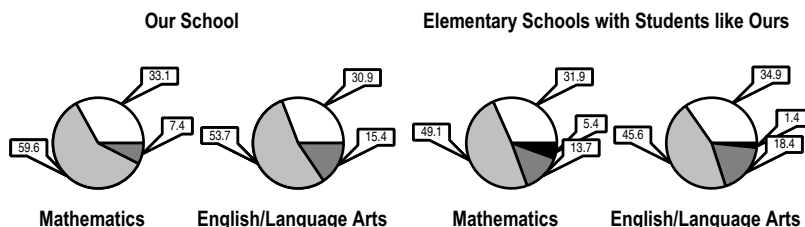
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	26	37	39
Percent satisfied with learning environment	80.8%	94.6%	76.9%
Percent satisfied with social and physical environment	80.0%	97.3%	80.6%
Percent satisfied with home-school relations	69.2%	89.2%	73.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	159	100.0	30.9	53.7	15.4	N/A	15.4	17.6
Gender								
Male	90	100.0	30.7	50.7	18.7	N/A	18.7	17.6
Female	69	100.0	31.1	57.4	11.5	N/A	11.5	17.6
Racial/Ethnic Group								
White	35	100.0	24.0	44.0	32.0	N/A	32.0	17.6
African-American	119	100.0	32.7	56.1	11.2	N/A	11.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	136	100.0	24.3	58.3	17.4	N/A	17.4	17.6
Disabled	23	100.0	66.7	28.6	4.8	N/A	4.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	159	100.0	30.9	53.7	15.4	N/A	15.4	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	158	100.0	30.4	54.1	15.6	N/A	15.6	17.6
Socio-Economic Status								
Subsidized meals	119	100.0	33.3	55.9	10.8	N/A	10.8	17.6
Full-pay meals	40	100.0	23.5	47.1	29.4	N/A	29.4	17.6

Mathematics								
All students	159	98.7	33.1	59.6	7.4	N/A	7.4	15.5
Gender								
Male	90	98.9	36.0	54.7	9.3	N/A	9.3	15.5
Female	69	98.6	29.5	65.6	4.9	N/A	4.9	15.5
Racial/Ethnic Group								
White	35	97.1	16.0	72.0	12.0	N/A	12.0	15.5
African-American	119	99.2	37.4	56.1	6.5	N/A	6.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	136	98.5	27.0	64.3	8.7	N/A	8.7	15.5
Disabled	23	100.0	66.7	33.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	159	98.7	33.1	59.6	7.4	N/A	7.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	158	98.7	32.6	60.0	7.4	N/A	7.4	15.5
Socio-Economic Status								
Subsidized meals	119	99.2	34.3	58.8	6.9	N/A	6.9	15.5
Full-pay meals	40	97.5	29.4	61.8	8.8	N/A	8.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	57	N/A	21.4	53.6	25.0	N/A	25.0
	Grade 4	45	N/A	20.5	59.1	20.5	N/A	20.5
	Grade 5	37	N/A	36.1	41.7	22.2	N/A	22.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	49	100.0	27.5	55.0	17.5	N/A	17.5
	Grade 4	63	100.0	36.4	47.3	16.4	N/A	16.4
	Grade 5	47	100.0	26.8	61.0	12.2	N/A	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	57	N/A	52.6	40.4	5.3	1.8	7.0
	Grade 4	45	N/A	39.5	44.2	14.0	2.3	16.3
	Grade 5	37	N/A	33.3	41.7	16.7	8.3	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	49	98.0	25.0	65.0	10.0	N/A	10.0
	Grade 4	63	100.0	41.8	52.7	5.5	N/A	5.5
	Grade 5	47	97.9	29.3	63.4	7.3	N/A	7.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 254)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.5%	2.4%
Attendance rate	95.2%	Down from 95.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.3%	Down from 6.8%	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.7%	Down from 10.6%	9.0%	8.0%
Older than usual for grade	20.9%	Up from 7.4%	2.3%	1.1%
Suspended or expelled	0.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	48.0%	Up from 42.3%	46.4%	50.0%
Continuing contract teachers	80.0%	Up from 73.1%	83.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.6%	Up from 82.8%	84.1%	86.2%
Teacher attendance rate	95.3%	Down from 96.2%	94.4%	95.3%
Average teacher salary	\$40,488	Up 1.9%	\$39,237	\$39,909
Prof. development days/teacher	16.6 days	Up from 10.9 days	12.1 days	11.4 days

School				
Principal's years at school	18.5	Up from 17.5	3.0	4.0
Student-teacher ratio	19.7 to 1	Up from 16.1 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 90.8%	88.5%	89.7%
Dollars spent per pupil*	\$7,311	Up 31.9%	\$6,109	\$5,892
Percent spent on teacher salaries*	59.2%	Down from 64.0%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 82.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Murray LaSaine remains committed to continuous improvement. As part of the Accelerated Schools process this year, the faculty piloted a program that challenged us to improve our teaching practices through personal inquiry. The strategies that we used helped us to make positive changes in our classrooms. We created even more powerful learning experiences for our students and enhanced their academic growth through numerous challenging and stimulating activities.

Murray LaSaine's parenting program is one of the finest in the county. The Participating Parents for Progress (PPP) Curriculum is used by our parent educator to teach parents how to become even more effective partners in their children's education. Parents are empowered to access the system and advocate on behalf of their children. They volunteer, serve on the PTA and School Improvement Council, tutor and participate in community forums.

We are proud of our three National Board Certified teachers. Four others are pursuing this prestigious certification status.

For the fourth year, Murray LaSaine received the Community of Readers Award for having an excellent school-wide reading program. Pat Cunningham's Four Blocks Literacy Model, Reading Mastery and the Accelerated Reader are a few of the programs that we use to teach reading.

Math is one of our challenging areas. We have increased the amount of instructional time devoted to the teaching of Math, provided additional staff development opportunities for teachers to enhance their teaching skills, and have continued to purchase math materials, which correlate to the state standards.

Technology has been incorporated in all areas of our curriculum. The community and parents are offered computer classes throughout the school year free of charge.

Through the collaborative efforts of our volunteers, parents, teachers and administration, we continue to strive for excellence.

Blondell E. Kidd, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.